

# Lesson 2.1

## Lesson Focus:

Interactive reading;  
Vowel and consonant review;  
Blending sounds;  
Short vowel word families.

### 1) Prepare the Lesson

Review the **Books I've Read** section of the **Student Folder** and the **Tutor Notes** from the last lesson. Note areas from the **Tutor Notes** that need to be reviewed. Work these into today's lesson at the appropriate place.

Read over **Lesson 2.1**.

Create short vowel cards by using five index cards, printing *a, e, i, o, u* on each and writing the short vowel sign above each letter.

Pull the following alphabet cards from the pack of alphabet cards available at your site: *f, t, m, p, h, b, r, s, c*.

Choose a red **SRA Power Builder** to read during **Interactive Reading**. Preview the story and pick out key words to present before the student reads.

Gather needed materials: books for Interactive Reading; **Word Bank** cards (see **Quick Reference Guide**); **You Read to Me, I'll Read to You**; alphabet cards; **Unit 2 Workbook**; red **SRA Power Builder**; **Phonics Sound Chart**; white board and markers.

### 2) Interactive Reading

Preview with the student **You Read to Me, I'll Read to You** by finding the title of the book, the name of the author and the name of the illustrator on the cover and again on the title page.

Read the Introduction and demonstrate the different colored passages: one of you reads the pink print, one of you reads the purple print and both of you read the blue print.

Re-read the Introduction together.

Conduct a **Picture Walk** (see **Quick Reference Guide**).

Have the student choose any one of the stories and read (or reread) it together. When finished, do a more thorough **Picture Walk** for that story and help her see the connections between the pictures and the story.

Tell the student that this book is missing something that most books have—page numbers. Discuss how important page numbers are.

### 3) Sight Word/Vocabulary Development

If the student is continuing from **Unit 1**, she will have an existing **Word Bank**. Test her on those words by playing **Flash and Say**. Date and retire the words she reads **instantly**. Have her continue to read from the **Sight Words/Phrases** section of the **Student Folder**, marking the words and phrases she cannot read **instantly** and adding several of them to the **Sight Word Bank**.

If the student is starting the **STAIR** year with **Unit 2**, prepare a **Sight Word Bank** and a **Vocabulary Word Bank**. Refer to the **Quick Reference Guide** if you have any questions.

Play one round of **Flash and Say**. Then **Turn the Tables** and play another round (see **Quick Reference Guide**).

In the **Sight Word/Phrases** section of the **Student Folder**, mark the words the student read **instantly**.

**4) Word Study: Vowels and Consonants**

Tell the student that every word must have a vowel letter and sound. Have her write the vowels on the white board—saying each aloud.

Then have her write her name on the white board. Put a star over each vowel. Do the same with your name and another word chosen by the student. Remind her that every word must have a vowel (or star) letter. If she doesn't know, explain that the other letters are consonants. Write *consonant* on the white board and pronounce it together. You can count together the number of vowels and consonants in each word.

Review with the student the sounds of the short vowel *a* (apple) and the consonants *f, t, m, p, h, b, r, s, c*. Have her name a word beginning with each letter.

Write on the white board and say the words:

cat bat hat

Explain that a vowel between consonants usually has a short vowel sound. In these words, the short vowel sound for *a* sounds like *apple*. (Note: Use your finger to blend the sounds of the consonant at the beginning of the word, the vowel in the middle and the consonant at the end. Use the **Phonics Sound Chart** as a reference.)

Put the letter cards for *a* and *t* together; have the student blend them and read the word *at*. Make the following words by placing a new consonant letter card in front of the *a* and *t* cards. Have him blend the sounds with his finger as he reads each word.

fat pat hat bat rat sat cat

Tell the student that he has just made word family *at*. A word family is a group of words with the same ending. Words in word families rhyme.

Work together to complete **pages 1 and 2** in the **Unit 2 Workbook**.

Repeat the exercise for the word family *an* with the letter cards *a* and *n*, using the

words: fan pan ran man tan can

Work together to complete **pages 3 and 4** in the **Unit 2 Workbook**.

**5) Guided Reading**

Complete a red **SRA Power Builder**. Refer to the **Quick Reference Guide** if you have any questions. Have her record her answers on **page 5** in the **Unit 2 Workbook**.

**6) Just for Fun and Fluency**

Find three or four books in the site library to read together during **Interactive Reading**. Help your student select a few books that are familiar and a few that are new. Find a book that you know and love and want to share. Be sure that at least one is fiction and one is nonfiction.

Read one of the books together.

If time permits, use one of the following **Supporting Games**: *Short Vowel 'a' Puzzle*; *On the Way Home* (Consonants – Initial consonant sounds).

**Tutor Notes:**

1. Will you need to add new words to the bank before the next lesson?  
\_\_\_\_\_ yes \_\_\_\_\_ no

2. What, if any, part(s) of the lesson was not covered today?

3. What, if any part(s) of the lesson should be reviewed or re-taught?